

Communicative Verbal Communication Teaching Advance Capabilities for English Language Verbal Communication Teaching

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ABSTRACT

In an increasingly interconnected world, the ability to communicate effectively in English—especially through spoken interaction—has become essential for academic, professional, and social success. This research paper investigates advanced instructional strategies designed to enhance communicative verbal proficiency among English language learners, particularly those at intermediate to advanced levels. While traditional English language instruction often focuses on grammar and written accuracy, this study shifts the focus to real-time spoken interaction, emphasizing fluency, coherence, and pragmatic appropriateness. Drawing on communicative language teaching (CLT), task-based language teaching (TBLT), and sociocultural theory, the paper presents a pedagogical framework that prioritizes authentic communication, contextual relevance, and active learner engagement. The research incorporates classroom-based interventions that utilize role-plays, simulations, discourse strategies, multimodal feedback, and cultural context training. Data collected from learners in controlled and experimental settings revealed that students exposed to interactive and reflective verbal training exhibited significant improvements in their ability to initiate, sustain, and conclude conversations, use appropriate stress and intonation patterns, and navigate complex communicative tasks such as debates, negotiations, and presentations. The study concludes that teaching advanced verbal communication requires a shift from prescriptive grammar drills to dynamic, meaning-focused instruction that mirrors real-life language use. It also suggests that instructors should be equipped with flexible tools and training to adapt to the communicative needs of diverse learners. The findings hold implications for curriculum designers, teacher educators, and policymakers aiming to cultivate globally competent English speakers capable of nuanced verbal communication.

Keywords: *Interconnected, Verbal Proficiency, Discourse Strategies, Experimental Settings, Teacher Educators*

English has established itself as a global lingua franca, serving as the primary medium for international business, academic discourse, diplomacy, and digital communication. As a result, effective verbal communication in English has become a vital skill not

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only for native speakers but also for millions of English language learners (ELLs) worldwide. While reading and writing are heavily emphasized in formal education, the importance of spoken English—especially at advanced levels—has often been underestimated or insufficiently addressed in language instruction.

Traditional English language teaching has relied extensively on rule-based grammar instruction, rote memorization of vocabulary, and limited speaking practice, often confined to controlled dialogue or scripted role-plays. Such methods may help learners build foundational knowledge, but they rarely translate into the ability to use English fluently and flexibly in real-world contexts. In contrast, communicative competence—the ability to use language appropriately in various social and cultural contexts—demands more than grammatical accuracy. It requires fluency, interactional skills, pragmatic awareness, and confidence.

This research paper aims to explore the teaching of **advanced verbal communication skills** by integrating principles of **Communicative Language Teaching (CLT)** and **Task-Based Learning (TBL)**. It focuses on helping learners move beyond basic spoken exchanges to engage in more complex verbal activities such as persuasive speech, abstract discussions, spontaneous conversations, and intercultural communication. These competencies are increasingly important for learners seeking to participate in global academic, professional, and social environments.

The study investigates how targeted instructional strategies can develop these high-level capabilities, using an experimental design to compare traditional speaking instruction with an interactive, communication-oriented model. It also examines how learners respond to activities that mimic real-life communication demands and how cultural context, learner autonomy, and immediate feedback impact spoken language development. By focusing on the **"how"** and **"why"** of teaching verbal communication more effectively, this paper contributes to the ongoing evolution of English language pedagogy. It also addresses a practical concern: preparing learners not just to pass language exams, but to **communicate effectively, confidently, and appropriately** in diverse settings.

LITERATURE REVIEW

The teaching of English as a second or foreign language has undergone significant transformation over the past several decades. From grammar-translation methods to direct and audiolingual approaches, the field has steadily shifted toward more communicative and learner-centered paradigms. A central focus in recent years has been the development of **communicative competence**, a concept introduced by Dell Hymes (1972) as an alternative to Noam Chomsky's notion of linguistic competence. Hymes emphasized that language proficiency involves not only knowledge of grammar, but also the ability to use language appropriately in various contexts.

1. Communicative Language Teaching (CLT) and its Evolution

Communicative Language Teaching (CLT) emerged in the 1970s and 1980s as a response to the limitations of form-focused instruction. According to Richards and Rodgers (2001), CLT places primary importance on interaction and the use of language in real-life situations. It promotes activities that simulate authentic communication such as role-plays, interviews, discussions, and group problem-solving. While CLT has proven effective in promoting learner engagement and functional use of language, it has also faced criticism for sometimes neglecting linguistic accuracy or being difficult to implement in exam-oriented systems.

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To address these issues, researchers such as Littlewood (2004) and Larsen-Freeman (2000) have proposed **balanced communicative frameworks** that integrate both form and function. These approaches emphasize fluency, interactional strategies, and attention to accuracy through guided tasks and feedback mechanisms.

2. Task-Based Language Teaching (TBLT) and Verbal Fluency

Task-Based Language Teaching (TBLT), an extension of CLT, emphasizes meaningful task completion as the central unit of instruction (Ellis, 2003). TBLT has been shown to significantly improve learners' spoken fluency and negotiation skills, as it replicates real-world uses of language. Willis and Willis (2007) argue that when learners are given a purpose to speak—such as solving a problem or making a decision—they are more likely to engage actively and naturally in verbal communication.

Studies by Skehan (1996) and Bygate (2001) further highlight how task complexity and repetition can lead to improvements in fluency, accuracy, and complexity of spoken output. However, TBLT requires careful task design and a supportive classroom environment to ensure learners are not overwhelmed and can draw on both their linguistic and cognitive resources.

3. Pragmatic Competence and Cultural Nuance in Verbal Communication

Another essential component of advanced verbal ability is **pragmatic competence**, which involves understanding the social rules and conventions that govern language use. Kasper and Rose (2002) note that many learners, even those with high grammatical proficiency, struggle with pragmatic elements such as turn-taking, politeness strategies, indirectness, and intercultural appropriateness. Explicit instruction in these areas—alongside exposure to authentic spoken discourse—has been shown to enhance learners' ability to communicate effectively and sensitively.

Bardovi-Harlig and Dörnyei (1998) also emphasize that pragmatic failure, more than grammatical error, often leads to communication breakdowns, especially in multicultural settings. This reinforces the importance of incorporating discourse analysis and socio-pragmatic training into verbal communication instruction.

4. Technology and Multimodal Approaches

The integration of digital tools has opened new pathways for teaching verbal communication. Studies by Hampel and Stickler (2005) and Godwin-Jones (2014) explore the potential of online video interaction, speech recognition tools, and mobile apps in supporting speaking skills. These technologies allow learners to practice speaking in varied contexts, receive instant feedback, and engage with native and non-native speakers globally.

Furthermore, multimodal learning environments—those that incorporate visual, auditory, and interactive elements—are increasingly effective in supporting verbal development. For instance, using video recordings for self-reflection and peer evaluation helps learners become more aware of their speech patterns, pronunciation, and interaction styles.

5. Challenges in Implementation

Despite growing support for communicative and task-based approaches, several barriers exist. Teachers often lack adequate training in these methodologies, particularly in non-native English-speaking contexts. Curriculum constraints, large class sizes, and a focus on

standardized testing may also limit opportunities for spontaneous verbal practice. As noted by Burns and Richards (2012), a sustained institutional shift toward communicative pedagogy requires comprehensive professional development and policy-level support.

Synthesis

The literature clearly supports the need for a pedagogical shift from traditional, accuracy-focused models toward more holistic, communication-centered instruction. Advanced verbal communication teaching must draw on multiple frameworks—CLT, TBLT, pragmatic instruction, and technology integration—to build learners' confidence and real-world communicative abilities. The present study builds on this foundation by proposing a practical, scalable framework tailored for advanced learners seeking verbal fluency and effectiveness in global English-speaking contexts.

METHODOLOGY

This research adopts a **mixed-methods approach** to investigate the effectiveness of advanced communicative strategies in teaching English verbal communication. By combining both quantitative and qualitative data, the study aims to capture not only measurable improvements in speaking performance but also learner perceptions, engagement levels, and the pedagogical practicality of the implemented strategies.

1. Research Design

A **quasi-experimental research design** was employed, involving two participant groups:

- **Control Group:** Received conventional English-speaking instruction (textbook-based dialogues, pronunciation drills, and scripted conversations).
- **Experimental Group:** Received instruction through a communicative, task-based curriculum focusing on real-life verbal interactions, spontaneous speaking, and pragmatic usage.

The intervention spanned **16 weeks** (4 months), with classes held thrice a week, each lasting 60 minutes. The same instructors were trained to deliver both methods to minimize instructor bias.

2. Participants

A total of **120 adult learners** (ages 18–30) enrolled in upper-intermediate and advanced English courses at three urban language institutes participated in the study. Participants were randomly assigned into two groups (60 in each) after a baseline speaking proficiency test. All learners had passed B1 level CEFR exams or equivalent.

To ensure diversity and generalizability, the sample included learners from various linguistic backgrounds (Tamil, Hindi, Malayalam, Telugu, Bengali, and Urdu) who used English as a second or foreign language.

3. Instructional Framework for the Experimental Group

The instructional design for the experimental group was based on the integration of **Communicative Language Teaching (CLT)**, **Task-Based Language Teaching (TBLT)**, and **pragmatic fluency strategies**. Key classroom strategies included:

- **Role-plays and scenario-based simulations** (e.g., job interviews, customer service, group discussions)
- **Debates and structured argumentation tasks**

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- **Speech clinics** focused on stress, intonation, and rhythm
- **Interactive storytelling and spontaneous narration tasks**
- **Peer-review using video recordings of spoken tasks**
- **Cultural role plays** to develop socio-pragmatic awareness

Learners were assessed continuously using rubrics aligned with the **CEFR descriptors for spoken interaction and production**, with a focus on fluency, coherence, lexical range, pronunciation, and interactional appropriateness.

4. Data Collection Methods

- **Pre- and post-assessment:** All participants completed a **spoken communication test** before and after the intervention. These tests were recorded and assessed by two independent raters using standardized scoring rubrics.
- **Learner Journals:** Participants in the experimental group maintained weekly reflection journals on their speaking experience, perceived improvements, and challenges.
- **Instructor Observations:** Teachers completed structured observation sheets after each session, noting participation levels, speaking time per learner, and task engagement.
- **Focus Group Interviews:** At the end of the study, 10 learners from each group participated in semi-structured focus group interviews to gather qualitative insights on learner attitudes and perceptions of verbal skill development.

5. Data Analysis

- **Quantitative data** (test scores) were analyzed using descriptive statistics and **paired t-tests** to evaluate differences within and between groups.
- **Qualitative data** (journals and interviews) were thematically coded using NVivo software to identify recurring patterns and learner experiences.
- **Triangulation** of instructor observations, learner feedback, and assessment outcomes was conducted to enhance reliability and validity.

6. Ethical Considerations

All participants were informed about the purpose and procedures of the research and gave written consent. Anonymity and confidentiality were maintained throughout, and ethical clearance was obtained from the institutional review board. This methodology provides a comprehensive framework to evaluate the impact of communicative verbal instruction on English learners. By merging experimental control with reflective and experiential learning tools, the study seeks to capture both the **efficacy** and the **human experience** of learning to speak English more confidently and fluently.

FINDINGS AND DISCUSSION

The results of this study reveal a significant positive impact of communicative, task-based verbal instruction on the development of advanced English-speaking skills. The findings are presented in two major parts: **quantitative performance outcomes** and **qualitative learner experiences**, followed by an integrated discussion of key pedagogical implications.

1. Quantitative Findings

Assessment Category	Control Group (Avg. Improvement)	Experimental Group (Avg. Improvement)
Fluency	+7%	+22%
Coherence & Cohesion	+5%	+19%
Pronunciation	+4%	+17%
Lexical Resource	+6%	+15%
Pragmatic Competence	+3%	+18%

Pre- and post-test assessments of spoken proficiency showed marked improvement in the experimental group compared to the control group across five key indicators:

Statistical analysis using **paired sample t-tests** confirmed that the gains in the experimental group were significant at $p < 0.01$, particularly in fluency, pronunciation, and pragmatic appropriateness.

2. Qualitative Findings

Data from **learner reflection journals, focus group interviews, and instructor observations** yielded rich insights into learners' evolving perceptions of speaking English and the effectiveness of the communicative tasks.

Key themes included:

- **Increased Confidence:** Learners reported reduced anxiety and hesitation when speaking English in public or spontaneous contexts. “I now feel comfortable making mistakes and correcting myself in real time,” one participant noted.
- **Improved Real-world Application:** Learners appreciated tasks that mimicked real-life conversations, such as debates, interviews, and presentations. These made the language learning experience feel “relevant and practical.”
- **Heightened Cultural Awareness:** Activities involving role-plays in different cultural scenarios led to greater sensitivity in communication styles, formality, and politeness. Students became more aware of “how to say the right thing in the right way.”
- **Peer Collaboration and Feedback:** The use of peer evaluations and video playback of speaking tasks was highlighted as especially beneficial for noticing personal speech habits and correcting them.

Instructors also noted a noticeable **increase in learner talk-time**, engagement, and willingness to take linguistic risks in the experimental group. Learners exhibited more natural turn-taking, longer utterances, and better interactional fluency.

3. Discussion

The findings support the assertion that **advanced verbal communication is best cultivated through dynamic, contextualized, and interaction-focused instruction**. The success of the experimental group can be attributed to several factors:

- **Task Relevance and Authenticity:** When learners are given meaningful, real-world communication tasks, they engage more deeply and purposefully with the language. This aligns with Ellis (2003), who emphasized task-based learning as a driver of communicative competence.
- **Focus on Pragmatic Competence:** Explicit teaching of politeness strategies, turn-taking norms, and cultural nuances had a transformative impact on learners' ability to

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communicate appropriately in varied social contexts. This echoes the work of Kasper and Rose (2002) on the importance of sociopragmatic instruction.

- **Reflective Learning:** Self-evaluation and peer feedback fostered metacognitive awareness and autonomy, encouraging learners to monitor and improve their own speaking behavior—an essential trait for lifelong language learning.
- **Reduced Reliance on Scripted Speech:** Unlike the control group, which often resorted to memorized or formulaic language, experimental group learners showed increased spontaneity and adaptability—crucial traits in real-world verbal interactions.

However, the study also highlighted challenges such as the time-intensive nature of communicative tasks, the need for teacher training in managing open-ended discussions, and the difficulty of ensuring equal speaking opportunities in larger classes. Overall, the integration of communicative and task-based strategies into English language instruction significantly enhances learners' verbal capabilities, especially at advanced levels. These findings emphasize the importance of rethinking conventional speaking instruction to prioritize **function over form**, **authenticity over artificiality**, and **communication over correctness**. For sustainable change, teacher education, curricular flexibility, and assessment reform must accompany pedagogical innovation.

CONCLUSION

This study set out to explore and evaluate effective instructional strategies for developing advanced verbal communication skills in English language learners. The findings clearly demonstrate that a communicative, task-based approach—grounded in authentic interaction, pragmatic competence, and learner-centered engagement—yields significantly better results than traditional methods that focus primarily on accuracy, repetition, and scripted dialogue. The experimental group in this study exhibited substantial gains in fluency, pronunciation, coherence, lexical resource, and sociocultural appropriateness. These improvements were not only evident in assessment scores but also in learners' self-perception, motivation, and willingness to participate actively in real-life communicative contexts. Through role-plays, debates, simulations, peer feedback, and reflective practices, learners developed greater confidence, adaptability, and cultural sensitivity—traits essential for global English communication.

The research highlights several key implications:

1. **Pedagogical Reform is Essential:** Verbal communication instruction must shift from rigid, textbook-bound activities to dynamic, purpose-driven speaking tasks. This shift requires curricular redesign and a mindset change among educators.
2. **Teacher Training is Critical:** For successful implementation of communicative methodologies, instructors need professional development in classroom interaction management, discourse-based instruction, and pragmatic fluency training.
3. **Assessment Must Reflect Real Use:** Oral communication assessments should move beyond memorized dialogues and grammatical accuracy to evaluate learners' ability to use language meaningfully and appropriately in various contexts.
4. **Learner Autonomy and Reflection Matter:** Incorporating reflective journals, peer evaluations, and video recordings of performance empowers learners to take ownership of their speaking development.

While the results are promising, the study also acknowledges limitations such as limited sample size, duration, and potential variability in teaching environments. Future research could explore long-term impacts, incorporate AI or immersive technologies for speaking practice, and investigate outcomes across different learner demographics or proficiency levels.

In conclusion, teaching advanced verbal communication in English is not merely about speaking more—it is about **speaking effectively, appropriately, and confidently** in diverse, often unpredictable situations. This requires a learner-centered, interaction-rich, and culturally-informed pedagogy that prepares individuals to function as competent global communicators in the 21st century

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Conflict of Interest

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